

JOHN E EWING MIDDLE

171 E. Jr. High Rd.
Gaffney, S.C. 29340

GRADES 6-8 Middle School

ENROLLMENT 528 Students

PRINCIPAL Jim Touchberry 864-489-3176

SUPERINTENDENT Dr. William B. James 864-902-3500

BOARD CHAIR Mr. Jerry McDaniel 864-839-6723

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	4	31	14	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 14 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

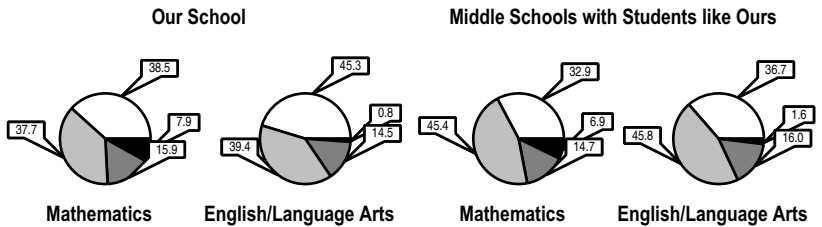
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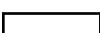
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Unsatisfactory	N/A
2002	Below Average	Unsatisfactory	N/A
2003	Average	Below Average	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	39	147	94
Percent satisfied with learning environment	94.9%	69.2%	85.9%
Percent satisfied with social and physical environment	81.6%	70.1%	68.9%
Percent satisfied with home-school relations	57.9%	70.1%	70.3%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	525	99.0	45.3	39.4	14.5	0.8	15.3	17.6
Gender								
Male	270	98.5	46.8	40.7	10.9	1.6	12.5	17.6
Female	255	99.6	43.8	38.0	18.2	N/A	18.2	17.6
Racial/Ethnic Group								
White	356	99.2	32.9	47.3	18.6	1.2	19.8	17.6
African-American	158	98.7	71.9	21.9	6.2	N/A	6.2	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	10	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	459	99.6	41.2	41.2	16.7	0.9	17.6	17.6
Disabled	66	95.5	72.3	27.7	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	525	99.0	45.3	39.4	14.5	0.8	15.3	17.6
English Proficiency								
Limited English proficient	5	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	520	99.0	45.1	39.5	14.6	0.8	15.4	17.6
Socio-Economic Status								
Subsidized meals	308	99.4	57.2	32.9	9.5	0.4	9.9	17.6
Full-pay meals	217	98.6	29.0	48.3	21.3	1.4	22.7	17.6

Mathematics								
All students	525	100.0	38.5	37.7	15.9	7.9	23.8	15.5
Gender								
Male	270	100.0	40.2	34.1	16.9	8.8	25.7	15.5
Female	255	100.0	36.8	41.3	14.9	7.0	21.9	15.5
Racial/Ethnic Group								
White	356	100.0	30.1	37.6	20.9	11.3	32.2	15.5
African-American	158	100.0	57.5	36.3	5.5	0.7	6.2	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	10	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	459	100.0	33.2	39.8	17.9	9.2	27.1	15.5
Disabled	66	100.0	72.7	24.2	3.0	N/A	3.0	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	525	100.0	38.5	37.7	15.9	7.9	23.8	15.5
English Proficiency								
Limited English proficient	5	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	520	100.0	38.2	37.8	16.0	8.0	24.0	15.5
Socio-Economic Status								
Subsidized meals	308	100.0	46.6	36.0	12.7	4.6	17.3	15.5
Full-pay meals	217	100.0	27.4	39.9	20.2	12.5	32.7	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	155	N/A	46.1	34.4	14.9	4.5	19.5
	Grade 7	170	N/A	45.0	39.6	14.2	1.2	15.4
	Grade 8	178	N/A	40.3	41.5	15.3	2.8	18.2
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	172	100.0	40.7	40.1	18.5	0.6	19.1
	Grade 7	169	98.8	40.5	41.2	17.6	0.7	18.3
	Grade 8	184	98.4	53.7	37.1	8.0	1.1	9.1

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	155	N/A	34.4	42.9	13.0	9.7	22.7
	Grade 7	170	N/A	50.6	31.8	10.0	7.6	17.6
	Grade 8	178	N/A	48.9	37.5	11.9	1.7	13.6
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	172	100.0	28.4	37.7	26.5	7.4	34.0
	Grade 7	169	100.0	36.4	39.0	10.4	14.3	24.7
	Grade 8	184	100.0	49.7	36.6	10.9	2.9	13.7

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 528)				
Students enrolled in high school credit courses (grades 7 & 8)	32.5%	Up from 16.4%	10.8%	14.4%
Retention rate	N/A	N/A	3.3%	2.3%
Attendance rate	94.4%	Down from 94.6%	95.1%	95.2%
Eligible for gifted and talented	14.2%	Up from 13.7%	12.2%	13.6%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	10.9%	Down from 11.7%	14.2%	14.1%
Older than usual for grade	1.3%	No change	5.1%	4.9%
Suspended or expelled	0.4%	Up from 0.0%	1.3%	1.3%
Annual dropout rate	0.0%	No change	0.0%	0.0%

Teachers (n= 35)				
Teachers with advanced degrees	54.3%	Up from 48.6%	45.2%	47.1%
Continuing contract teachers	82.9%	Down from 89.2%	80.0%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	76.0%	Up from 75.1%	81.8%	84.3%
Teacher attendance rate	95.7%	Up from 95.2%	94.8%	95.0%
Average teacher salary	\$39,977	Down 1.0%	\$38,722	\$39,924
Prof. development days/teacher	8.8 days	Down from 9.2 days	10.7 days	10.7 days

School				
Principal's years at school	2.0	Up from 1.0	4.0	3.0
Student-teacher ratio	20.7 to 1	Down from 20.9 to 1	20.8 to 1	21.0 to 1
Prime instructional time	88.6%	Up from 88.2%	88.6%	88.9%
Dollars spent per pupil*	\$6,147	Up 5.5%	\$5,926	\$5,854
Percent spent on teacher salaries*	63.9%	Up from 62.3%	62.0%	62.0%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	97.3%	Up from 95.3%	94.7%	94.8%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

After three years as Ewing Middle School, we have implemented many new and exciting strategies and programs to help our children excel on the PACT test and, consequently, improve our school report card grade. We believe our school provides students with a quality learning environment. Teachers work hard to provide students with the best educational opportunities possible. We do accept the challenge that test scores are going to be the chief indicator of our success and that our responsibility as educators is to significantly improve our status.

The additional strategies we have implemented include an ENCORE program, providing additional basic instruction to all of our students, and an after school tutorial program targeting below basic testers. An intervention period allows core teachers to provide remediation for students. This period also gives teachers an opportunity to contact parents and involve them in their students' learning.

We believe that progressive change always has been, and always will be, the essential ingredient for the success of schools in a constantly changing world. To be content with less than our best leads to stagnation and, consequently, stunts our children's educational growth. The continuous process of accountability and self-examination encouraged by instruments such as our State Report Card helps ensure the quality of education that our students deserve.

Jim Touchberry, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.